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| Component | | Instructional Strategies | General Lesson Examples |
|  | **Orientation** | |  |
| **Overview** | The Military’s goal for suicide prevention is to help students recognize and understand suicide risk, along with learning protective factors and how to effectively and successfully intervene. | | Welcome to the Military’s Suicide Prevention/ Recoginition Class  C:\Users\Michele\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6R50RP27\MC900078740[1].wmf |
| Objectives | 1. Given the Air Force University Catalog for Academic Year 2012-2013 Military personnel will identify whether their course work will be completed for their continuing education needs or is required training for their military MOS.    1. Given the Air Force University Catalog for Academic Year 2012-2013 and a fiscal training calendar for their Military Unit the student will need to identify the amount of contact hours the course work will take and determine the deadline for accomplishing their course work. 2. Given a secure internet enabled device students will need to log into the Air Force Learning portal students will need to establish a user name and password to create an online account. 3. Given a secure internet enable device students will use their online account and Air Force University Catalog to register for course work.    1. Using their account students will choose their preferred method of delivery whether it be paper, internet or a hybrid and then complete course registration and enrollment. 4. Given course materials students will identify the learning objective that must be completed.    1. Given video clips, illustrations, graphics, interactive modules, and notes students will navigate through the lesson on an individual basis.    2. Given synchronous technology of chat rooms, instant messaging, Skype, face time, and web conferencing students will be given the opportunity to navigate through aspects of the lesson on a socially collective basis.    3. Given asynchronous technology of blackboard, message boards, wiki spaces, and email students will participate actively with other classmates and students enrolled in the class. 5. After accessing and interacting with all learning objectives students will demonstrate competency in each individual learning objective.    1. Upon completion of this course, students will accurately be able to define suicide with accuracy rate of 96 to 100 percent.    2. Upon completion of this course, students will accurately be able to identify the suicide risk factors with an accuracy rate of 96 to 100 percent.    3. Upon completion of this course, students will accurately be able to identify the suicide warning signs with an accuracy rate of 96 to 100 percent.    4. Upon completion of this course, students will accurately be able to identify the suicide protective factors with an accuracy rate of 96 to 100 percent.    5. Upon completion of this course, students will accurately be able to identify the three actions a suicide first responder knows with an accuracy rate of 99 to 100 percent.    6. Upon completion of this course, students will accurately be able to identify the suicide resources with an accuracy rate of 96 to 100 percent.    7. After completion of all course work students will receive course credit.    8. Given course credit student will submit their course work towards a higher education degree program, promotion points, training personnel, and personal training file. | | |
| Relevance of instruction to learner | Who knows why we are required to have suicide prevention and recognition training? | | According to Suicide.org Military people are very much unwilling or hesitant “to ask for help when they are depressed because they do not want to be seen as weak.” Untreated depression is the number one cause for suicide. Military personnel need to get to learn to recognize someone who is depressed or suicidal and help make sure that individual receives help. |
| Prior Knowledge | Military personnel are required to be over the age of 23, with a minimum of a high school diploma or GED, four (4) years active duty military, and assigned to a permanent military installation. Individuals will have graduated from previous basic training or commissioning program, applicable initial specialty school, and will have completed a minimum of three (3) classes of continuing military training. All learners will be required to speak and read English. However, due to the diverse background of military personnel, English may not be their first language. At a minimum, they will be able to demonstrate baseline knowledge of service specific military history, customs, traditions, and regulations. They will also exhibit basic literacy in the use of ubiquitous learning technologies like computers and mobile devices. | | |
| Navigation | INSERT SITE | |  |
| **Instruction** | | | |
| Content and Information | **Simulation.** Students will problem solve and role play the first responder and suicidal person based on the case studies provided through software for their preferred electronic device method of delivery. Students will make decisions and learn from successes and failures, which will enable student learning in the mastery of suicide recognition and intervention. | | NEED TO INSERT WEBSITE’S LINKS FOR LESSON |
| Learning Cues/Practices | An animated instructor will explain the purpose of the lesson, and provide an overview of how the lesson will proceed. Students will be educated in the rules, definitions, characteristics and behaviors of a suicidal individual; also the goals for the simulation are explained and practice will be provided. The animated instructor will serve as a guide providing feedback and illuminating errors, and maintaining the rules. The instructor will not tell students what to do or provide direct assistance. | |  |
| Debriefing | The lesson will provide a debriefing aspect of the lesson, and allow time to describe and analyze experiences, make comparisons to real world situations, and relate the experience to the subject they are studying. | | NEED TO Create the debriefing aspect and INSERT WEBSITE’S LINKS FOR DEBRIEFING |
| Measurement | | | |
| Assessments | **Pre-Assessment:** Students will answer an informal multiple choice and true/false test consisting of 10 questions to determine their understanding of the various components of suicide, as well as the roles of the first responder.  **Post-Assessment: Students are required to complete a two (2) part Post Assessment consisting of essay discussion regarding a case-study and multiple choice questions.**  **Post-Assessment: Part I**  Students will write an essay to describe in detail from their selection of one case study, the various components and factors that determine suicide and what should be done or should have been done to prevent it. Essay discussion will include the following:   1. What risk factors for suicide were present in this case study? 2. What suicide warning signs are presented in this case study? 3. Identify the first responders? 4. Identify when first responders intervene, or should have, and how? 5. What did the first responders do right? What did they do wrong?   **Post-Assessment: Part II**  The Post-Assessment Part II will also include nine multiple choice and nine true/false test questions to demonstrate their learning of the various components of suicide, as well as the roles of the first responder. | | NEED TO INSERT WEBSITE’S LINKS FOR **Pre-Assessment**  NEED TO INSERT WEBSITE’S LINKS FOR **Post-Assessment Part I**  NEED TO INSERT WEBSITE’S LINKS FOR **Post-Assessment Part II** |

Reference:

Caruso, K. (2012). Suicide prevention in the military. *Suicide.org.* retrieved on July 26, 2012 from http://www.suicide.org/suicide-prevention-in-the-military.html